

## PETERSBURG PRIMARY

326 North Arnold St.  
Pageland, SC 29728

**GRADES** K-4 Elementary School

**ENROLLMENT** 709 Students

**PRINCIPAL** Marcus Sutton 843-672-6241

**SUPERINTENDENT** H. Kenneth Dinkins, Ed.D. 843-623-2175

**BOARD CHAIR** Jerry D. Holley 843-335-8420

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

|           |      |         |               |                |
|-----------|------|---------|---------------|----------------|
| Excellent | Good | Average | Below Average | Unsatisfactory |
| 4         | 9    | 57      | 20            | 2              |

#### IMPROVEMENT RATING:

#### BELOW AVERAGE

#### ADEQUATE YEARLY PROGRESS:

#### NO

This school met 14 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

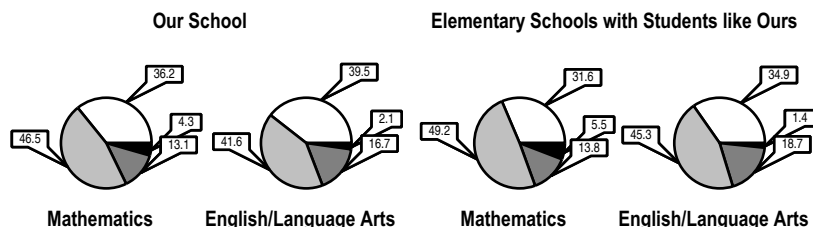
**FOR MORE INFORMATION, VISIT WEBSITES AT:**





**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

|      | <b>Absolute Rating</b> | <b>Improvement Rating</b> | <b>Adequate Yearly Progress</b> |
|------|------------------------|---------------------------|---------------------------------|
| 2001 | Average                | Below Average             | N/A                             |
| 2002 | Average                | Good                      | N/A                             |
| 2003 | Average                | Below Average             | No                              |
| 2004 |                        |                           |                                 |

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

|   |                    |   |
|---|--------------------|---|
|  | <b>Advanced</b>    | Very high score; very well prepared to work at next grade level; exceeded expectations  |
|  | <b>Proficient</b>  | Well prepared to work at next grade level; met expectations   |
|  | <b>Basic</b>       | Met standards; minimally prepared, can go to next grade level   |
|  | <b>Below Basic</b> | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

|  | <b>Teachers</b> | <b>Students</b> | <b>Parents</b> |
|--|-----------------|-----------------|----------------|
| Number of surveys returned                             | 43              | 123             | 65             |
| Percent satisfied with learning environment            | 83.7%           | 73.9%           | 62.5%          |
| Percent satisfied with social and physical environment | 62.8%           | 70.5%           | 60.3%          |
| Percent satisfied with home-school relations           | 44.2%           | 80.2%           | 65.1%          |

PACT PERFORMANCE BY GROUP

|                                | Enrollment 1st<br>Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and<br>Advanced | State Objective |
|--------------------------------|----------------------------------|----------|---------------|---------|--------------|------------|------------------------------|-----------------|
| English/Language Arts          |                                  |          |               |         |              |            |                              |                 |
| All students                   | 305                              | 99.3     | 39.5          | 41.6    | 16.7         | 2.1        | 18.9                         | 17.6            |
| Gender                         |                                  |          |               |         |              |            |                              |                 |
| Male                           | 160                              | 98.8     | 42.5          | 39.7    | 17.1         | 0.7        | 17.8                         | 17.6            |
| Female                         | 145                              | 100.0    | 36.3          | 43.7    | 16.3         | 3.7        | 20.0                         | 17.6            |
| Racial/Ethnic Group            |                                  |          |               |         |              |            |                              |                 |
| White                          | 123                              | 99.2     | 26.5          | 41.6    | 28.3         | 3.5        | 31.9                         | 17.6            |
| African-American               | 159                              | 99.4     | 48.3          | 42.4    | 7.9          | 1.3        | 9.3                          | 17.6            |
| Asian/Pacific Islander         | 1                                | 100.0    | N/A           | N/A     | N/A          | N/A        | N/A                          | 17.6            |
| Hispanic                       | 22                               | 100.0    | 50.0          | 31.3    | 18.8         | N/A        | 18.8                         | 17.6            |
| American Indian/Alaskan        | N/A                              | 0.0      | N/A           | N/A     | N/A          | N/A        | N/A                          | 17.6            |
| Disability Status              |                                  |          |               |         |              |            |                              |                 |
| Not disabled                   | 230                              | 99.6     | 38.0          | 37.6    | 22.1         | 2.3        | 24.4                         | 17.6            |
| Disabled                       | 75                               | 98.7     | 44.1          | 54.4    | N/A          | 1.5        | 1.5                          | 17.6            |
| Migrant Status                 |                                  |          |               |         |              |            |                              |                 |
| Migrant                        | N/A                              | 0.0      | N/A           | N/A     | N/A          | N/A        | N/A                          | 17.6            |
| Non-migrant                    | 305                              | 99.3     | 39.5          | 41.6    | 16.7         | 2.1        | 18.9                         | 17.6            |
| English Proficiency            |                                  |          |               |         |              |            |                              |                 |
| Limited English proficient     | 15                               | 100.0    | 66.7          | 25.0    | 8.3          | N/A        | 8.3                          | 17.6            |
| Non-limited English proficient | 290                              | 99.3     | 37.8          | 42.7    | 17.2         | 2.2        | 19.5                         | 17.6            |
| Socio-Economic Status          |                                  |          |               |         |              |            |                              |                 |
| Subsidized meals               | 244                              | 99.2     | 44.2          | 42.4    | 12.5         | 0.9        | 13.4                         | 17.6            |
| Full-pay meals                 | 61                               | 100.0    | 21.1          | 38.6    | 33.3         | 7.0        | 40.4                         | 17.6            |

|                                |     |       |      |      |      |      |      |      |
|--------------------------------|-----|-------|------|------|------|------|------|------|
| Mathematics                    |     |       |      |      |      |      |      |      |
| All students                   | 305 | 99.7  | 36.2 | 46.5 | 13.1 | 4.3  | 17.4 | 15.5 |
| Gender                         |     |       |      |      |      |      |      |      |
| Male                           | 160 | 99.4  | 37.4 | 44.9 | 15.0 | 2.7  | 17.7 | 15.5 |
| Female                         | 145 | 100.0 | 34.8 | 48.1 | 11.1 | 5.9  | 17.0 | 15.5 |
| Racial/Ethnic Group            |     |       |      |      |      |      |      |      |
| White                          | 123 | 100.0 | 21.1 | 48.2 | 21.9 | 8.8  | 30.7 | 15.5 |
| African-American               | 159 | 99.4  | 48.3 | 44.4 | 6.6  | 0.7  | 7.3  | 15.5 |
| Asian/Pacific Islander         | 1   | 100.0 | N/A  | N/A  | N/A  | N/A  | N/A  | 15.5 |
| Hispanic                       | 22  | 100.0 | 31.3 | 50.0 | 12.5 | 6.3  | 18.8 | 15.5 |
| American Indian/Alaskan        | N/A | 0.0   | N/A  | N/A  | N/A  | N/A  | N/A  | 15.5 |
| Disability Status              |     |       |      |      |      |      |      |      |
| Not disabled                   | 230 | 100.0 | 29.6 | 48.8 | 16.4 | 5.2  | 21.6 | 15.5 |
| Disabled                       | 75  | 98.7  | 56.5 | 39.1 | 2.9  | 1.4  | 4.3  | 15.5 |
| Migrant Status                 |     |       |      |      |      |      |      |      |
| Migrant                        | N/A | 0.0   | N/A  | N/A  | N/A  | N/A  | N/A  | 15.5 |
| Non-migrant                    | 305 | 99.7  | 36.2 | 46.5 | 13.1 | 4.3  | 17.4 | 15.5 |
| English Proficiency            |     |       |      |      |      |      |      |      |
| Limited English proficient     | 15  | 100.0 | 33.3 | 58.3 | 8.3  | N/A  | 8.3  | 15.5 |
| Non-limited English proficient | 290 | 99.7  | 36.2 | 45.9 | 13.4 | 4.5  | 17.9 | 15.5 |
| Socio-Economic Status          |     |       |      |      |      |      |      |      |
| Subsidized meals               | 244 | 99.6  | 42.2 | 47.1 | 9.3  | 1.3  | 10.7 | 15.5 |
| Full-pay meals                 | 61  | 100.0 | 12.3 | 43.9 | 28.1 | 15.8 | 43.9 | 15.5 |

Abbreviations for Missing Data

|     |                |     |               |     |              |     |                     |
|-----|----------------|-----|---------------|-----|--------------|-----|---------------------|
| N/A | Not Applicable | N/C | Not Collected | N/R | Not Reported | I/S | Insufficient Sample |
|-----|----------------|-----|---------------|-----|--------------|-----|---------------------|

**PACT PERFORMANCE BY GRADE LEVEL**

|                       |         | Enrollment 1st<br>Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and<br>Advanced |
|-----------------------|---------|----------------------------------|----------|---------------|---------|--------------|------------|------------------------------|
| English/Language Arts |         |                                  |          |               |         |              |            |                              |
| 2002                  | Grade 3 | 144                              | N/A      | 33.1          | 45.8    | 19.7         | 1.4        | 21.1                         |
|                       | Grade 4 | 146                              | N/A      | 32.4          | 52.1    | 14.8         | 0.7        | 15.5                         |
|                       | Grade 5 | N/A                              | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                       | Grade 6 | N/A                              | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                       | Grade 7 | N/A                              | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                       | Grade 8 | N/A                              | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| 2003                  | Grade 3 | 154                              | 99.4     | 37.3          | 40.1    | 19.0         | 3.5        | 22.5                         |
|                       | Grade 4 | 151                              | 99.3     | 41.7          | 43.2    | 14.4         | 0.7        | 15.1                         |
|                       | Grade 5 | N/A                              | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                       | Grade 6 | N/A                              | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                       | Grade 7 | N/A                              | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                       | Grade 8 | N/A                              | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |

| Mathematics |         |     |       |      |      |      |     |      |
|-------------|---------|-----|-------|------|------|------|-----|------|
| 2002        | Grade 3 | 144 | N/A   | 38.0 | 50.0 | 7.7  | 4.2 | 12.0 |
|             | Grade 4 | 146 | N/A   | 33.8 | 38.7 | 19.7 | 7.7 | 27.5 |
|             | Grade 5 | N/A | N/A   | N/A  | N/A  | N/A  | N/A | N/A  |
|             | Grade 6 | N/A | N/A   | N/A  | N/A  | N/A  | N/A | N/A  |
|             | Grade 7 | N/A | N/A   | N/A  | N/A  | N/A  | N/A | N/A  |
|             | Grade 8 | N/A | N/A   | N/A  | N/A  | N/A  | N/A | N/A  |
| 2003        | Grade 3 | 154 | 100.0 | 40.6 | 43.4 | 14.0 | 2.1 | 16.1 |
|             | Grade 4 | 151 | 99.3  | 31.7 | 49.6 | 12.2 | 6.5 | 18.7 |
|             | Grade 5 | N/A | N/A   | N/A  | N/A  | N/A  | N/A | N/A  |
|             | Grade 6 | N/A | N/A   | N/A  | N/A  | N/A  | N/A | N/A  |
|             | Grade 7 | N/A | N/A   | N/A  | N/A  | N/A  | N/A | N/A  |
|             | Grade 8 | N/A | N/A   | N/A  | N/A  | N/A  | N/A | N/A  |

SCHOOL PROFILE

|  | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| Students (n= 709)                                |            |                       |  |                          |
| First graders who attended full-day kindergarten | N/A        | N/A                   | N/A  | N/A                      |
| Retention rate                                   | 3.0%       | Up from 1.3%          | 3.5%                                       | 2.4%                     |
| Attendance rate                                  | 94.9%      | Down from 95.0%       | 95.6%                                      | 95.9%                    |
| Meeting grade 1 and 2 readiness standards        | N/A        | N/A                   | N/A  | N/A                      |
| Eligible for gifted and talented                 | 8.1%       | Up from 4.4%          | 6.8%                                       | 13.2%                    |
| On academic plans                                | N/A        | N/A                   | N/A  | N/A                      |
| On academic probation                            | N/A        | N/A                   | N/A  | N/A                      |
| With disabilities other than speech              | 9.4%       | Down from 10.4%       | 9.0%                                       | 8.0%                     |
| Older than usual for grade                       | 1.1%       | Up from 0.8%          | 2.4%                                       | 1.1%                     |
| Suspended or expelled                            | 0.3%       | Down from 1.1%        | 0.0%                                       | 0.0%                     |

|                                       |          |                     |           |           |
|---------------------------------------|----------|---------------------|-----------|-----------|
| Teachers (n= 46)                      |          |                     |           |           |
| Teachers with advanced degrees        | 41.3%    | Up from 36.2%       | 45.7%     | 50.0%     |
| Continuing contract teachers          | 84.8%    | Down from 87.2%     | 83.8%     | 85.3%     |
| Highly qualified teachers             | N/A      | N/A                 | N/A       | N/A       |
| Teachers returning from previous year | 86.7%    | Up from 84.5%       | 83.6%     | 86.2%     |
| Teacher attendance rate               | 95.4%    | Up from 94.0%       | 94.4%     | 95.3%     |
| Average teacher salary                | \$39,111 | Up 5.5%             | \$39,217  | \$39,909  |
| Prof. development days/teacher        | 8.4 days | Down from 11.2 days | 12.1 days | 11.4 days |

|                                    |           |                     |           |           |
|------------------------------------|-----------|---------------------|-----------|-----------|
| School                             |           |                     |           |           |
| Principal's years at school        | 1.0       | Down from 2.0       | 3.0       | 4.0       |
| Student-teacher ratio              | 18.7 to 1 | Down from 20.0 to 1 | 17.3 to 1 | 18.9 to 1 |
| Prime instructional time           | 89.2%     | Up from 87.5%       | 88.5%     | 89.7%     |
| Dollars spent per pupil*           | \$4,771   | Up 7.0%             | \$6,108   | \$5,892   |
| Percent spent on teacher salaries* | 70.5%     | Up from 69.3%       | 66.3%     | 66.6%     |
| Opportunities in the arts          | Good      | No change           | Good      | Good      |
| Parents attending conferences      | 81.8%     | Down from 92.7%     | 99.0%     | 99.0%     |
| SACS accreditation                 | yes       | N/A                 | yes       | yes       |

\* Prior year audited financial data are reported.

|   | Our District | State |
|---|--------------|-------|
| Highly qualified teachers in low poverty schools  | N/A          | N/A   |
| Highly qualified teachers in high poverty schools | N/A          | N/A   |

| Abbreviations for Missing Data |                |            |               |            |              |            |                     |
|--------------------------------|----------------|------------|---------------|------------|--------------|------------|---------------------|
| <b>N/A</b>                     | Not Applicable | <b>N/C</b> | Not Collected | <b>N/R</b> | Not Reported | <b>I/S</b> | Insufficient Sample |

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

This has been a great year at Petersburg Elementary. Our students have performed well academically and in school/community service. Among our accomplishments are:

Our third and fourth grade students showed gains on PACT. Over 66 percent of our students scored "basic" or higher. Petersburg Elementary was a 2002-2003 Palmetto Gold and Silver Award recipient. Our students enjoyed dance instruction from an artist-in-residence who worked closely with the physical education teacher for a week.

Petersburg Elementary teachers attended state math, science, reading and early childhood conferences. For the first time, six teachers attended the Closing the Gap Conference for Improving Minority and At-Risk Student Achievement in Greensboro, N.C., along with 3,000 educators from North Carolina, South Carolina and Virginia.

Marsha Searce and Debbie Jones were recognized for earning National Board Certification, giving Petersburg a total of four board certified teachers. Libby Benton was named Petersburg's Teacher of the Year. Sandra Deese was named Teacher Assistant of the Year.

Petersburg Elementary is fortunate to have a supportive PTO and School Improvement Council. The PTO raised funds to purchase instructional materials for classroom teachers. The School Improvement Council participated in the planning process for the after-school program and programs for the 2003-2004 school year.

Title I funding provided an instructor to implement a literacy lab to provide additional reading instruction in grades 1-4. A 21st Century Grant provided an after-school program to enrich students' academic, social, artistic and communication skills.

Beginning with the 2003-2004 school year, Petersburg Elementary became Petersburg Primary with grades K-2. Our third and fourth graders moved to the new Pageland Elementary School. We are excited about the 2003-2004 year as our new motto indicates, "Petersburg Primary . . . Where the Journey Begins."

Marcus Sutton, Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.